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AN ANALYSIS OF PARTICIPANTS IN A LONG-TERM ADULT EDUCATION PROGRAM.

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THE STUDY INVESTIGATED PERSONAL CHARACTERISTICS AND SOCIAL FACTORS OF SUCCESSFUL PARTICIPANTS AND DROPOUTS IN THE UNION LEADERSHIP PROGRAM (ULP), A THREE-YEAR ADULT EDUCATION PROGRAM SPONSORED BY THE LABOR EDUCATION AND RESEARCH SERVICE OF THE OHIO STATE UNIVERSITY. THE ULP MEETS 24 WEEKS PER YEAR, ONE NIGHT PER WEEK, IN 15 CITIES IN OHIO, AND HAD A 1966-1967 ENROLLMENT OF 400 STUDENTS. AT THE TIME OF THE SURVEY, SPRING 1966, THE ULP INCLUDED COLLEGE LEVEL COURSES IN LABOR LAW, HISTORY AND PROBLEMS, COLLECTIVE BARGAINING, UNION LEADERSHIP, ECONOMICS, SOCIOLOGY, POLITICAL SCIENCE, AND COMPARATIVE ECONOMIC AND POLITICAL SYSTEMS. DATA WERE COLLECTED FROM A MAILED QUESTIONNAIRE CONTAINING ITEMS RELATED TO PERSONAL, SOCIOECONOMIC, ECOLOGICAL, AND UNION CHARACTERISTICS, AND PERSONAL ATTITUDES AND SOCIAL ADJUSTMENT. IT WAS OBSERVED THAT SUCCESSFUL PARTICIPANTS WERE OLDER, IDENTIFIED WITH THE WORKING CLASS (DROPOUTS IDENTIFIED WITH THE MIDDLE CLASS), EXHIBITED CONCENTRATION OF BIRTHS IN MIDWESTERN STATES OTHER THAN OHIO AND OWNED THEIR OWN HOMES (DROPOUTS EXHIBITED A CONCENTRATION OF BIRTHS IN THE SOUTH AND TENDED TO RENT), WERE UNION MEMBERS FOR A LONGER PERIOD OF TIME, AND WERE SIGNIFICANTLY MORE ACTIVE IN BOTH UNION AND POLITICAL ACTIVITIES. (AUTHOR/AJ)

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dents is questionable. It needs further investigation.

5. The profitable response changes (incorrect-to-correct) were made by the best of the female students and by either the best or average male students.

6. Inappropriate response changes (correct-to-incorrect) were most frequently made by the poorest female students and by the best male student. This inconsistency between the sexes should be tested further.

Teaching (New York: Macmillan Co., 1965).

2. Jarrett, R. F. "The Extra-Chance Nature of Changes in Students' Responses to Objective Test Items." *Journal of General Psychology*, XXXVIII (1948), 243–50.
3. Nunnally, J. C. *Tests and Measurements-Assessment and Prediction* (New York: McGraw-Hill Book Co., 1959).

Research Briefs

AN ANALYSIS OF PARTICIPANTS IN A LONG-TERM ADULT EDUCATION PROGRAM[1]

The study represents an attempt to examine some personal characteristics and social factors related to successful participants and dropouts in the Union Leadership Program (ULP), a long-term adult education program sponsored by the Labor Education and Research Service of The Ohio State University. The ULP is a three-year program meeting twenty-four weeks per year, one night per week for two and one-half hours per night. It is operating in fifteen cities in Ohio with a 1966–1967 enrollment of approximately 400 students, and is the largest long-term program in the field of labor education in the United States. At the time of the survey, the ULP included the following college level courses: labor law, history and problems, collective bargaining, union leadership, economics, sociology, political science, and comparative economic and political systems.

The Method

In the Spring of 1966, individuals who had completed the three year program and others who had completed at least one year but failed to return were surveyed by a mailed questionnaire. Of those students who had completed the program, completed questionnaires were received from 123, representing a 61 per cent rate of return. From the dropouts, fifty-eight completed questionnaires were received, representing a 42 per cent rate of return. The Chi-square test was administered to the data to determine the existence of significant statistical differences between the samples.

The Data

Data were collected with respect to the following:

1. *Personal Characteristics:* i.e., sex, age, race, marital status, and religion;
2. *Socio-economic Characteristics:* i.e., education, military status, occupation, family income, hourly wage rate, and self perception of social class;
3. *Ecological Characteristics:* i.e., place of birth, community in which raised, period of time in community, and residence;
4. *Union Characteristics:* i.e., international union, size of local union, and length of union membership;
5. *Personal Attitudes:* i.e., job satisfaction, political preference, community activity and influence of ULP; and
6. *Scales to Measure Social Adjustment (Anomie), Union Participation, and Political Participation.*

The Conclusions

1. With respect to personal characteristics, only in the case of age does a significant difference appear between the two samples. Successful participants, as a group, were older than dropouts.

2. With respect to socio-economic characteristics a significant difference appears only in the case of self-perception of social class. When asked to classify themselves as members of the lower, middle, upper, or working class, successful participants were significantly more working class oriented than dropouts who were significantly more middle class oriented.

3. With respect to ecological characteristics, the two samples differ significantly with regard to place of birth and residence. Successful participants exhibit a greater concentration of births in Midwestern states, other than Ohio, and tend to own their homes, while dropouts exhibit a greater concentration of births in the South and tend to rent their residences.

4. With respect to union characteristics, a significantly greater proportion of successful participants come from unions with less than 100 and more than 2,500 members, while dropouts tend to come from unions ranging in size from 100–2,500 members. Additionally, 81 per cent of completors had been union members for over ten years as compared to only 62 per cent of dropouts. Only 11 per cent of completors had been union members for less than ten years as compared to 38 per cent of dropouts.

5. While no significant differences appear with respect to personal characteristics, successful participants do appear to have been more active in clubs and community activities than dropouts.

6. With respect to Anomie, union and political participation, the completion group appears better integrated in its social environment than the dropout group, and, additionally, more active in both union and political activities.

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Abstract

An Analysis of Participants in a Long-Term Adult Education Program

The study involves an attempt to determine whether significant difference exist between a successful participant sample and a drop-out sample in a long-term adult education program. Data was collected from a mailed questionnaire containing numerous items related to the following characteristics: personal, socio-economic, ecological, union, personal attitudes and social adjustment. The standard Chi-square test was administered. Significant differences (.05 and greater) were observed with respect to:

1. Age: successful participants were older;
2. Social Class: successful participant identified with the working class; a significant number of dropouts identified with the middle class;
3. Residence: a significant number of successful participants owned their homes while dropouts exhibited a greater

tendency to rent;

4. Length of union membership; successful participants were union members for a longer period than dropouts; and,

5. Successful participants were significantly more active in both union and political activities

AN ANALYSIS OF PARTICIPANTS IN A LONG-TERM ADULT EDUCATION PROGRAM*

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INTRODUCTION

In recent years extensive research has focused on high school and college dropouts.[1] However, relatively little attention has been given the dropout in numerous adult programs.[2] The present study represents an attempt to examine the dropout as well as the successful participator in one adult education program. Specifically, the study investigates a number of personal characteristics and social factors related to the dropout and the successful participator. While the setting of the study is the rather unique Union Leadership Program (ULP) sponsored by the Labor Education and Research Service of The Ohio State University, the results of the investigation may have important implications for persons responsible for the development and administration of adult education programs in general.

The ULP is a long-term program based on the social sciences but also including subjects important for the intelligent conduct

of modern industrial relations offered basically to local union members and local union officials. At the time the survey was undertaken, the ULP consisted of courses usually taught by college and university faculty members and included the following: labor law, collective bargaining, labor history, and problems, economics, sociology, political science, communications, union leadership, and comparative political and economic systems. The entire series of courses spanned a period of three years, each of which included 24 class weeks of one night per week, two hours per night of instruction. The tuition for the program was $55 per student per year and covered the cost of instruction and materials. In 1966-1967 the ULP operated in 14 cities in Ohio[3] and had an enrollment of approximately 400 students. As such, the program was the largest long-term program in the field of labor education offered by any college or university in the United States.

HYPOTHESIS

ULP experience has shown that the program initially appeals

to a variety of local union members and officials. The annual retention rate in recent years approximates 60 per cent. Four out of every ten individuals completing the first or second year of the program do not return to complete the second and third year of the program. The dropout is obviously cause for concern. An increase in the retention rate would allow for the fullfillment of the objectives of the program, reduce the cost of the program, and allow more efficient and effective use of scarce resources.

The present study is based on the hypothesis that significant differences exist between successful participators and dropouts. A priori, it would be expected that a successful ULP would attract and retain individuals characterized as union-oriented in philosophy and activist in disposition who feel that the program aids in the fullfillment of their union-oriented goals and aspirations. Such individuals usually play an active role not only in union affairs but in other organizations as well. The unsuccessful

participator might not be expected to fit this mold. A priori, dropouts might be expected to be less activist and exhibit fewer union-oriented tendencies than successful participators.

POPULATION AND METHODOLOGY

During the Spring of 1966, two sample groups were investigated, one consisting of individuals who had successfully completed the three year program and the other consisting of individuals who had completed at least one year of the program but who had not returned during 1965-1966.

A mailed questionnaire was used as the data collecting instrument. Of those students who had successfully completed the program, usable returns were received from 123, representing a 61 per cent rate of return. Of the unsuccessful participators completed questionnaires were received from 58, representing a 42 per cent rate of return.

The data collecting instrument contained a variety of questions

related to a number of personal characteristics and factors which the authors felt would provide a composite picture of the samples and, at the same time, any indication of significant differences between the two samples. Following are the characteristics and factors chosen and the rationale for their selection.

PERSONAL CHARACTERISTICS: SEX, AGE, RACE

As a rule, males exhibit a greater degree of union orientation than females. This is partially due to the fact that males spend a larger portion of their adult lives in the work force while females exhibit a greater tendency to move in and out of employment. Instability of employment is not conducive to active participation in union activities and worker education programs.

Age may be an important factor. Length of union membership is to a large degree a function of age. There is a direct relationship between length of union membership and age. As a rule, older union members have played a greater role in union struggles

and tend to identify more closely with the union and its goals than do younger members. .

Historically, labor union policies vis-a-vis the Negro have been discriminatory. While many unions have removed color bars at the national level, discrimination is still quite extensive at the local union level especially in a number of craft unions. Examination of the racial composition of the two samples may give some indication of the degree of discrimination currently present in the local unions that had members in the ULP. Additionally, even where nonwhites are union members they may not participate in the ULP because they do not identify with the objectives of organized labor or the power structure of the union or, if they do initially participate in the ULP, they may eventually drop out for the same reasons.

<u>SOCIO-ECONOMIC CHARACTERISTICS</u>: EDUCATION, OCCUPATION, HOURLY WAGE, FAMILY INCOME, SOCIAL CLASS

The level of education may be an indication of union attitudes. Generally, the lower the level of educational attainment the greater the tendency to identify with the union's goals. A priori, we might expect the dropout group to show higher levels of educational achievement. In addition, the lower the level of education the greater the incentive to attend a worker's education program in order to make up for the lack of formal education.

Union membership strength tends to be concentrated in so-called "blue collar" employment as compared to "white collar" employment. The occupational distribution of the two populations were investigated to determine if the dropout sample was concentrated in the less organized sector of the economy where union attitudes and worker education attitudes tend to be negative.

Wages and family income may also be an indication union and worker attitudes. A priori, the higher one's income the less the tendency to identify with a union and its goals and the greater the tendency to drop out of a union-oriented education program.

Self-perception of social class may be a key factor in determining successful or unsuccessful participation in a union-oriented education program. A priori, it would be expected that successful participators would consider themselves members of a union-oriented working class while dropouts might envision themselves members of the middle or upper classes which are characterized by a non-union oriented philosophy.

ECOLOGICAL CHARACTERISTICS: PLACE OF BIRTH, COMMUNITY IN WHICH RAISED, TIME IN PRESENT COMMUNITY, RESIDENCE

An individual's place of birth and the community in which he was reared may play an important role in determining attitudes towards labor unions and, in turn, towards labor education. Generally, individuals born in the South and/or reared in farm or small town communities tend to exhibit a greater degree of anti-union attitudes than do individuals born in other sections of the country and/or raised in medium or large size cities.

In addition, the length of time an individual has resided in his present community and whether or not he owns, is buying, or rents his housing may be an indication of a degree of stability which is conducive to successful participation in union and union-oriented activities. A priori, the shorter the amount of time spent in the community along with the tendency to rent, the greater the degree of instability, and, consequently, the smaller the probability the individual is active in either union affairs or a union oriented adult education program. Obviously, the age factor previously discussed is closely allied to time in the community and residence.

UNION CHARACTERISTICS: TYPE OF UNION, SIZE OF LOCAL UNION, LENGTH OF UNION MEMBERSHIP

A priori, there is no reason to expect that the type or size of the local union should play any role in determining successful or unsuccessful participation in the ULP. Length of union member-

ship, on the other hand, may be extremely significant. While length of union membership is, to some degree, a function of age, it may also be an indication of union attitudes. A priori, it may be hypothesized that the longer an individual has been a union member, the greater his affinity to union goals, and the greater the probability of successful participation in the ULP.

PERSONAL ATTITUDES: JOB SATISFACTION, MEMBERSHIP IN CLUBS, COMMUNITY ACTIVITY AND ULP INFLUENCE ON SUCH ACTIVITY.

Personal attitudes were investigated on the priori assumption that, in general, successful participators would be better adapted both to their work and non-work environments. In addition, a comparison of the effect of the ULP on participation in community activities was undertaken.

ANOMIE, UNION PARTICIPATION AND POLITICAL PARTICIPATION

An attempt was made to determine the degree of social integration (anomie) of the samples on the assumption that successful

participators might exhibit a greater degree of social integration vis-a-vis the dropout.

Since it has been hypothesized that successful participators are union-oriented in philosophy and activist in disposition, an attempt was made to measure both the degree of union and political participation.

The Chi-square test was administered to the data to determine the existence of significant statistical differences between the two sample groups. While the data in all tables are shown in relatives, chi-squares were computed using absolute figures.

PRESENTATION OF THE DATA

TABLE I summarizes the data with respect to personal characteristics.

TABLE 1. PERSONAL CHARACTERISTICS OF SUCCESSFUL PARTICIPANTS AND DROPOUTS, UNION LEADERSHIP PROGRAM, 1966.

	Participants %	Dropouts %
a. Sex		
Male	91.8	96.6
Female	8.1	3.4
Total	99.9	100.0
Base	123	58
b. Age*		
Under 21	0	1.7
21-30	3.3	19.0
31-40	34.1	43.1
41-50	49.6	24.1
51 +	13.0	12.1
Total	100.0	100.0
Base	123	58
*Significant at the .001 level		
c. Race		
White	96.7	94.8
Negro	3.3	3.4
Other	0	1.7
Total	100.0	99.9
Base	123	58

* While data in all tables is shown in relatives, chi-squares were computed using absolute figures.

While differences between the two samples can be observed in age, sex, and race, only in the case of age is the difference statistically significant. Successful participators are significantly older than dropouts. Age differences appear to be a key factor and are reflected, as shall be seen, in other factors, e.g., size of family income, residence, and length of union membership.

While racial differences between the two samples are insignificant, what appears significant is the fact that Negroes tend to be underrepresented in both samples as compared to the percentage of Negroes in labor unions. A major cause of this underrepresentation is the fact that approximately 31 per cent of the successful participators and 41 per cent of the dropouts were members of craft unions. As has been previously noted, historically, craft unions have engaged in discriminatory racial policies. In addition, many of the cities in which the ULP functions are small

and there is little, if any Negro population.

TABLE 2 summarizes the data with respect to the socio-economic characteristics of the two samples.

TABLE 2. SOCIO-ECONOMIC CHARACTERISTICS OF SUCCESSFUL PARTICIPANTS AND DROPOUTS, UNION LEADERSHIP PROGRAM, 1966.

	Participants %	Dropouts %
a. Years of School Completed		
Grades 1-6	0	0
7-9	8.1	10.3
10-11	16.3	17.2
12	59.3	56.9
13-15	13.8	13.8
16	.8	0
17+	0	1.7
No Data	1.6	0
Total	99.9	99.9
Base	123	58
b. Occupation		
Professional	4.9	3.6
Clerical and Sales	14.8	12.5
Service	2.5	5.4
Farming	0	0
Processing	17.2	10.7
Machine Tools	20.5	19.6
Bench Work	4.9	8.9
Structural Work	17.2	19.6
Miscellaneous	15.6	16.1
No Data	2.5	3.6
Total	100.1	100.0
Base	122	56

TABLE 2 (continued)

	Participants %	Dropouts %
c. Hourly Wage		
Under $2.00	0	0
$2.01 - 3.00	27.6	24.1
$3.01 - 4.00	50.4	53.4
$4.01 +	15.4	12.1
No Data	6.5	10.3
Total	99.9	99.9
Base	123	58
d. Annual Family Income		
Under $6,000	25.2	17.2
$6,001 - $9,600	45.5	60.3
$9,601 +	22.8	15.5
No Data	6.5	6.9
Total	100.0	99.9
Base	123	58
e. Social Class*		
Lower	2.4	0
Middle	26.8	41.4
Upper	0	3.4
Working	69.9	53.4
No Data	.8	1.7
Total	99.9	99.9
Base	123	58

*Significant at the .05 level

No significant differences are evident with respect to education, occupation, hourly wage, and annual family income, although annual family income deserves some comments.

Family income of dropouts exhibits a greater concentration

within the $6,001-9,600 range than does the annual family income of successful participators. As compared to dropouts, a greater proportion of successful participators are found at either end of the income scale, that is, below $6,000 and above $9,600. This phenomenon is partially explained by the fact that a greater proportion of successful participators indicated hourly wages between $2.01-3.00 and over $4.00 than did dropouts.

While no correlation was attempted relating age to family income, undoubtedly there is a relationship. It is probable that the younger dropout group had more part-time working wives than the older successful participator sample. This may account for the difference between the samples in the $6,001-9,600 income level. With respect to incomes in excess of $9,600, there were probably more full-time working wives and children in the older successful participator groups than in the dropout group.

A statistically significant difference was observed when

individuals in both samples were asked to classify themselves with respect to social class. Members of both samples were asked to indicate whether they felt themselves to be members of the lower, middle, upper, or working class. No definitions or explanations of individual classes was provided. The individuals provided their own subjective definitions. Thus, the question was an examination of self-perception.

The successful participator sample was significantly more working class oriented than the dropout sample (approximately 70 per cent vs. 53 per cent). No dropout considered himself to be a member of the lower class while a small number of successful participators did. At the other extreme, no successful participator considered himself to be a member of the upper class while a small number of dropouts did. Finally, a much larger proportion considered themselves to be members of the middle class than did successful participators (41 per cent vs. 27 per cent).

Social class orientation is related to successful or unsuccessful completion of the ULP. The evidence supports the a priori hypothesis that individuals who consider themselves to be members of a union-oriented working class will exhibit a greater tendency to complete the ULP than individuals who consider themselves to be members of a nonunion-oriented middle or upper class.

TABLE 3 summarizes the data with respect to the ecological characteristics of the two samples.

TABLE 3. ECOLOGICAL CHARACTERISTICS OF SUCCESSFUL PARTICIPANTS AND DROPOUTS, UNION LEADERSHIP PROGRAM, 1966.

	Participants %	Dropouts %
a. Place of Birth*		
Ohio	67.6	67.2
Other Midwest	11.4	1.7
East	4.1	3.4
South	13.8	25.9
Other	2.4	1.7
No Data	.8	0
Total	100.0	99.9
Base	123	58

*Significant at the .05 level

TABLE 3 (continued)

		Participants %	Dropouts %
b. Community in which Raised			
Farm)	Rural	22.0	15.5
Small Town)		28.5	36.2
Medium City)	Urban	27.6	24.1
Large City)		18.7	22.4
No Data		3.3	1.7
Total		100.1	99.9
Base		123	48
c. Time in Present Community			
Under 2 years		.8	3.4
2-5 years		4.1	6.9
6-10 years		13.8	8.6
11-20 years		11.4	15.5
20 + years		69.9	65.5
Total		100.0	99.9
Base		123	58
d. Residence*			
Own		39.8	20.7
Buying		55.3	58.6
Rent		2.4	19.0
Other		1.6	1.7
No Data		.8	0
Total		99.9	100.0
Base		123	58

*Significantat the .001 level

While about equal proportions of both samples indicate the State of Ohio as their place of birth, statistically significant differences are found in other Midwest states and the South.

While over 11 per cent of the successful participator group indicated their place of birth as other Midwest states, less than 2 per cent of the dropouts so indicated. At the same time, approximately 26 per cent of the dropouts indicated their place of birth as the South as compared to less than 14 per cent of the successful participator group. The South is considered to be the most anti-union geographic area in the United States while midwest states tend to be characterized by a greater degree of industrialization and a greater degree of union acceptance. These general tendencies appear to be reflected in the data.

It should be pointed out that Part b. of Table 3 tends to contradict the previous statement. A greater proportion of successful participators indicated they were reared in farm communities, which are not noted for their pro-union attitudes, then did dropouts. At the same time, a larger proportion of dropouts indicated they were reared in large cities as compared to successful participators. (A priori, the opposite would have been expected.) Union

attitudes tend to be most favorable in large cities as compared to medium-size cities, small towns, and farm communities.

While the date with respect to time in present community is not statistically significant, they do indicate that persons completing the ULP (with one exception) have been in their present community for a longer period of time than dropouts. This difference, in all probability, is due to the fact that the successful participator group consists of persons older and more stable than the dropout group.

The difference between the samples with respect to residence is highly significant. While approximately 40 per cent of the successful participator group own their homes, only 21 per cent of the dropouts do. On the other hand, less than 3 per cent of the successful participators rent while 19 per cent of the dropouts do. The difference between owning and renting is due to the age and mobility differences between the samples. Once again, it

is obvious that the successful participator is an older and more stable group than the dropout group.

TABLE 4 summarizes the data with respect to the union characteristics of the two samples.

TABLE 4. UNION CHARACTERISTICS OF SUCCESSFUL PARTICIPANTS AND DROPOUTS, UNION LEADERSHIP PROGRAM, 1966.

	Participants %	Dropouts %
a. Type of Union		
Industrial	42.3	37.9
Craft	35.0	41.4
Rail	7.3	1.7
Government	6.5	13.8
None	3.3	1.7
No Data	5.7	3.4
Total	100.1	99.9
Base	123	58
b. Size of Local Union*		
Under 100	12.2	8.6
100-499	25.2	34.5
500-999	22.0	31.0
1,000-2,500	11.4	20.7
2,500 +	17.9	3.4
No Data	11.4	1.7
Total	100.1	99.9
Base	123	58

*Significant at the .05 level

TABLE 4. (continued)

	Participants %	Dropouts %
c. Length of Membership**		
Under 5 years	0	8.6
5-10 years	11.4	29.3
11-20 years	47.2	43.1
20 + years	34.1	19.0
No Data	7.3	0
Total	100.0	100.0
Base	123	58

**Significant at the .001 level

While slight differences do exist with respect to the proportion of successful participants and dropouts and the type of labor union of which they are members, these differences are not significant. Generally, industrial unions contributed a greater proportion of successful participants while craft and government unions contributed a larger proportion of dropouts.

A comparison of the size of local unions from which individuals in the samples came does result in statistically significant differences. Approximately 86 per cent of the dropouts are found in locals ranging in size from 100-2,500 members as compared to

approximately 59 per cent of the successful participants. Approximately 30 per cent of the successful participants were found in locals of less than 100 members and more than 2,500 members. While there is no way of determining from the data why such results should be the case, some possible explanations present themselves. It may be that in small locals pressures of a personal nature are placed on ULP participators, i.e., the individuals are well known and failure to successfully complete the ULP may result in an ego-shattering experience with a loss of personal prestige. Large locals (those with a membership in excess of 2,500), in all probability send their officers to the ULP. As a rule successful completion of the ULP has a great deal of prestige value within the union and is also looked upon as one method of solidifying one's political base within the union.

A comparison of the length of union membership is highly significant and indicates an important characteristic of successful participation in the ULP. While length of membership is to some

degree a function of age, the data substantiates the hypothesis that the longer an individual has been a union member, the greater his affinity to union goals, and the greater the probability of successful participation in the ULP. While no successful participator was a union member for less than 5 years, almost 9 per cent of the dropouts were. At the other extreme, over 34 per cent of successful participators had been members of unions for over 20 years as compared to 19 per cent of the dropouts.

TABLE 5 presents the data with respect to the personal attitudes of members of both samples.

TABLE 5. PERSONAL ATTITUDES OF SUCCESSFUL PARTICIPATNS AND DROPOUTS, UNION LEADERSHIP PROGRAM, 1966.

	Participants %	Dropouts %
a. Job Satisfaction		
Satisfied	48.8	48.3
Dissatisfied	13.8	19.0
Neither	36.6	31.0
No Data	.8	1.7
Total	100.0	100.0
Base	123	58

TABLE 5. (continued)

	Participants %	Dropouts %
b. Membership in Clubs		
0	3.3	6.9
1-5 (active 1/2 +)	76.4	74.1
1-5 (active less 1/2)	8.1	12.1
6 + (active 1/2 +)	8.1	1.7
6 + (active less 1/2)	1.6	0
No Data	2.4	5.2
Total	99.9	100.0
Base	123	58
c. Active in Community Groups Prior to ULP		
Yes	36.6	24.1
No	58.5	70.7
No Data	4.9	5.2
Total	100.0	100.0
Base	123	58
d. Participation Influenced by ULP		
Yes	30.9	17.2
No	23.6	24.1
No Data	45.5	58.6
Total	100.0	99.9
Base	123	58

Although a greater proportion of dropouts indicated that they were dissatisfied with their current employment as compared to successful participators, the results are not statistically significant.

While the results with respect to membership and degree of activity in clubs is not statistically significant, a trend appears

to be evident. On the whole, the completion group appeared to belong to more clubs and to play a more active role in these organizations than did members of the dropout group. This result is not surprising since those individuals completing the ULP generally tend to be "activists" as compared to dropouts.

An analysis of the activity of members of both samples in community affairs prior to enrollment in the ULP while not quite statistically signficant (chi-square between .10 and .05), reaffirms the impression that members of the successful participator group are more "activist" than members of the dropout group.

A larger proportion of the successful participators indicated that their participation in community activities was influenced by their participation in the ULP. Almost equal proportions of both samples indicated that their participation in the ULP did not influence their participation in community affairs. Due to the large number of individuals of both samples who did not respond to this question, no conclusions can be drawn from the data.

TABLE 6 presents the data with respect to anomie, union participation and political participation.

TABLE 6. ANOMIE, UNION PARTICIPATION AND POLITICAL PARTICIPATION SCALES OF SUCCESSFUL PARTICIPANTS AND DROPOUTS, UNION LEADERSHIP PROGRAM, 1966.

	Participants %	Dropouts %
a. Anomie		
Low	56.1	50.0
Medium	39.8	43.1
High	1.6	3.4
No Data	2.4	3.4
Total	99.9	99.9
Base	123	58
b. Union Participation*		
Low (1-17 inactive)	5.7	8.6
Medium	38.2	58.6
High (33 + active)	53.7	29.3
No Data	2.4	3.4
Total	100.0	99.9
Base	123	58
c. Political Participation**		
1)	.8	1.7
2) Low	4.9	12.1
3)	8.9	10.3
4)	17.9	29.3
5) Medium	17.1	17.2
6)	18.7	12.1
7) High	29.3	15.5
No Data	2.4	1.7
Total	100.0	99.9
Base	123	58

*Significant at the .02 level

**Comparison of Low and High significant at the .02 level

Respondents in both samples were examined to determine their degree of social integration. This is basically a test of anomie, which has been defined as a state of society in which normative standards of conduct and belief are weak or lacking. With respect to individuals, anomie has been defined as a similar condition characterized by disorientation, anxiety, and isolation. In the present attempt anomie as subjectively experienced is based on a scale devised in 1956 by Leo Srole.[4] The test utilizes a number of questions to measure the individual's perception of his social environment and his place in it.[5] A low score implies a well adjusted individual while a high score indicates the opposite.

While the results presented in Table 6 with respect to anomie are not statistically significant, a definite underlying tendency towards a greater degree of social integration on the part of the completion group is clearly indicated. Such a finding is consistent with previously indicated results.

An attempt was made to measure the degree of union partici-

pation of respondents in both samples. A 50 point scale developed by Eugene Hagburg[6] was utilized. According to Hagburg,

> "Participation in organizations like labor unions seems to require involvement of individuals on a physical and emotional basis. Since it means performing activities for and with the organization, it depends upon the existence of a common ideology and strong identification with the goals and objectives of the organization. Therefore, participation in union organizations is defined as the expenditure of time on union affairs in addition to possession of a set of values."[7]

Examination of Table 6 reveals a statistically significant difference between the two samples with respect to the degree of union participation. This difference is notably evident when a comparison of highly active respondents is made. Approximately 34 per cent of the successful participants were highly active in union activities as compared to less than 30 per cent of the drop-

outs. Once again, it is evident that highly motivated, union-oriented individuals exhibit a greater degree of success in completing the ULP.

In addition to comparing union participation, an attempt was made to compare the political participation of individuals in both samples to determine if consistent patterns of participation were evident in both union and political activities. A scale devised by the Michigan Survey Research Center[8] was utilized. Scores of 0-3 indicate low political participation, 4-5 medium participation, and 6-7 high participation.

Statistically significant differences appear when a comparison of low and high participation is made. Approximately 24 per cent of the dropouts are characterized by low political participation as compared to approximately 15 per cent of the successful participators. At the high end of the scale, 48 per cent of those completing the ULP are characterized by high political participation as compared to less than 28 per cent of the dropouts.

It is evident from the analysis that individuals who completed the ULP were not only highly active within their unions but were also highly active with respect to political activity when compared to dropouts. The data confirms the general impression that successful participators as a group are more "activist" in nature when compared to the dropout group.

INTERPRETATION OF DATA

As compared to dropouts, successful participators in the ULP appear to be:

1. Older;
2. More mature;
3. Working class oriented;
4. Union oriented;
5. More active in community affairs;
6. More active in union affairs; and,
7. More active in political affairs.

It would appear that in attempting to develop successful

special interest adult education programs similar to the ULP, mature highly motivated activists must be sought out. Needless to say, this conclusion, more or less, applies to all education programs. The problems involved in discovering such individuals requires additional research beyond the scope of the present study.

FOOTNOTES

1. B. R. Williams, "What Do We Really Know About High School Dropouts?", Journal of Secondary Education, 41:277-84, October 1966; K. B. Hoyt, "Guidance and School Dropouts," Education, 85:228-33, December 1964; D. Schreiber, "School Dropouts; A Profile," Education Digest, 30:10-13, October 1964; H. L. Voss and Others, "Some Types of High School Dropouts," Journal of Educational Research, 59:363-8, April 1966; W. W. Brinkman, "College Enrollments and Dropouts," School and Society, 93:3, January 9, 1965; A. B. Heilbrun, "Personality Factors in College Dropouts," Journal of Applied Psychology, 49:1-7, February 1965; D. H. Ford and H. B. Urban, "College Dropouts: Successes or Failures," Education Record, 46:77-92, Spring 1965.

2. "Ten Proven Programs to Prevent Dropouts; Evening Extension School," School Management, 9:73-74, October 1965; A. B. Knox and D. D. Sjorgren, "Achievement and Withdrawal in University Adult Education Classes," Adult Education, 15:74-88; Winter 1965;

A. Lindenberger and C. Verner, "A Technique for Analyzing Extension Course Participants," Adult Education, 1:29-34, Autumn 1960; B. J. Novak and G. Weiant, "Why Do Evening School Students Dropout?", Adult Education, 1:35-41, Autumn 1960.

3. Akron, Cincinnati, Cleveland, Columbus, Dayton, Defiance, Kent, Lima, Mansfield, Marietta, Marion, Newark, Toledo, and Youngstown.

4. Leo Srole, "Social Integration and Certain Corollaries: An Exploratory Study," American Sociological Review, 21:709-16, December 1956.

5. Does the individual feel that (1) community leaders are indifferent to his needs, (2) little can be accomplished in a society whose social order is essentially unpredictable, (3) life goals are receding from him rather than being reached, (4) no one can be counted on for support, and (5) life is meaningless and futile.

6. Eugene C. Hagburg, "Correlates of Organizational Participation:

An Examination of Factors Affecting Union Membership Activity," Pacific Sociological Review, 9:15-16, Spring 1966.

7. Ibid.

8. Adapted from Lester W. Milbrath, Political Participation, Rand McNally and Company, Skokie, Illinois, 1965, p. 156.

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